

THE IMPACT OF THE ADVANCED GRAPHIC ORGANIZERS STRATEGY IN DEVELOPING THE SKILLS OF SERVING AND PASSING IN VOLLEYBALL AMONG FEMALE STUDENTS OF THE PREPARATORY SCHOOL STAGE, BAGHDAD EDUCATION AL-KARKHI.

Suzan Sabah Ahmed⁽¹⁾ , . Mawaheb Hamid Noman⁽²⁾

⁽¹⁾ Master. Student. College of Physical Education and Sports Sciences for Woman / University of Baghdad, Iraq.

⁽²⁾ College of Physical Education and Sports Sciences for Woman / University of Baghdad, Iraq.
Suzan.sabah2204m@copew.uobaghdad.edu.iq , Mawaheb.hussein@copew.uobaghdad.edu.iq

Abstract

The purpose of this paper is to prepare educational units in the strategy of advanced graphic organizations to learn to perform the skills of serving and passing in volleyball for fourth-grade female students in middle school at SafiyaBint Abdul Muttalib High School for Girls, and to identify the effect of the strategy in improving learning to perform the skills of serving and passing in volleyball for them. The problem of the research lies in that the female students need something that will enable them to increase their ability to break away from the repetitive monotony by performing the same thing. Despite providing feedback, the nature of the repetitive performance at this pace limits their ideas in overcoming the weaknesses that appeared clearly due to their weak learning of volleyball skills. The experimental approach was adopted by designing the experimental and control groups with tight control over the pre- and post-tests on a sample of female students in the Fourth year middle school girls in SafiyaBint Abdul Muttalib Girls' Secondary School within the first Baghdad Al-Karkh Education Directorate for the academic year (2023-2024), who numbered (24) students who were deliberately selected by a percentage of (20%) from their original community, and then divided according to the requirements of the experimental design to be equal in number. The experiment was conducted on the female students of the experimental group for a period of (12) consecutive weeks at the rate of one educational unit per week. After completing the experiment, the data was collected and the results were processed using the (SPSS) system. The conclusions and recommendations are that it is possible to apply the advanced organization strategy vocabulary in practical volleyball lessons to improve the performance of the serving and passing skills in volleyball among fourth-year middle school female students, and they outperform those students who learn without it. It is necessary to increase attention to teaching female students in accordance with the determinants of active learning. In a cooperative group manner, by adopting comprehensive learning strategies that meet their orientations and provide them with an atmosphere of freedom by staying away from compulsory learning, it is necessary to pay attention to developing the capabilities of physical education

teachers and improving their knowledge of the strategic applications of advanced graphic organizations according to their stages and vocabulary, and improving their use in these lessons.

Introduction:

Recent years have witnessed tremendous development and remarkable progress in various aspects of life, especially in the educational process in the educational, cognitive and technical fields clearly. Among the areas included in this development and change are curricula, strategies, methods and methods of teaching, as educators in particular realized that education or the educational process was not in isolation. Regarding the successive changes that move all segments of society, the strategy of advanced organizations works in an effective, clear and consistent manner with what is required by the educational process and modern theories in which the link between information and the process of presenting the concept emerged in a way that allows the learner to form a complete and clear idea about the subject, as well as the use of technology and educational techniques in Conveying the educational material, and motor learning has a complex concept that includes many meanings in its aspects, according to the factors affecting it and the amount of science associated with it. Despite the differences in viewpoints between scholars and specialists about defining a clear and precise concept of motor learning in some of its aspects, it flows into one stream and gives meaning. Comprehensive and accurate for motor learning (3:25). The role of the teacher is no longer limited to transferring knowledge to the learners only, but has gone beyond that to become one of his basic roles to work on developing the learners' ability to think, explore and innovate, raise their level of motivation, and consider the educational process a distinct site of interaction between two parties, each of which has roles to play in order to achieve certain goals. The theory of advanced organizations, by (David Osbell), has emerged, or what is called "learning through reception." It is a theory and an organizer with a vision and a destination that carries some truth aside. Because it is concerned with meaningful education and the connection between what is taught and what is learned; Hence the importance of this theory, which we will talk about in this study, is that we understand and benefit from the presentation and research of this theory, in order to develop our future educational performance in order to ensure everything that is meaningful in teaching and learning. It should also move the learner in inquiry and research to direct observation of material and human phenomena. Considering that learning strategies are regular and sequential procedural steps that are comprehensive, flexible and take into account the nature of the learners, which represent the real reality of what is happening inside the classroom in terms of exploiting the available capabilities to achieve desired outcomes" (7: 430). The advanced organizer proposed by is to achieve meaningful education and improve the means of meaningful receptive education. This organizer was proposed by an educational researcher who became famous in the mid-seventies. He believes that education is based on what the learner already knows. Through this theory, Ozil presents The use of direct instruction through receptivity, which makes education more meaningful to the student. He compared learning by reception and learning by discovery, and which of them leads to fully meaningful learning. Ozil means "advanced organization": it is what the teacher provides his students with in the form of an introduction, or brief introductory material, presented at the beginning of the educational situation,

about the structure of the topic and the information to be treated; With the aim of learning the concepts related to the subject, by linking and bridging the distance between what the learner knows before and what he has learned." (6:172). This strategy also increases students' interests and enthusiasm for new learning" (4: 216). It helps direct attention and arouse interest when learning" (8: 210). The importance of the study lies in the use of the graphic organizations strategy, which is considered one of the modern and appropriate strategies in developing the student's cognitive structure and creating a kind of suspense, thinking and feedback that ensures development in the student's level. The study aimed to: prepare educational units in the advanced graphic organizations strategy in some basic skills in football. The study hypothesizes: There are statistically significant differences between the results of the pre and post volleyball skill performance tests of serving and passing for the experimental and control research groups. There are statistically significant differences between the results of the volleyball receiving and passing skill performance tests for the experimental and control groups. The experiment continued with pre- and post-tests and the application of the researched strategy for the period from (17/10/2023) until (15/1/2024) in the volleyball court at SafiyaBint Abdul Muttalib Girls' Secondary School / Al-Karkh, Baghdad Governorate / Iraq, and after the completion of the experimentation and application of the tests. Afterward, the two researchers verified the results using the SPSS statistical bag system.

Method and procedures

The two researchers adopted the experimental approach with the experimental and control groups with tight control in the pre- and post-tests. The boundaries of the research sample population were female students in the fourth grade of middle school at SafiyaBint Abdul Muttalib Secondary School within the formations of the Baghdad/Al-Karkh First Directorate of Education for the academic year 2023-2024, continuing in attendance, numbering (100).) Students were distributed into two groups, and the research sample was randomly selected to reach (24) female students, representing 20% of the original population. Then two corresponding groups were chosen from them, each group numbering (12) female students to be an experimental group and (12) a control group. These procedures were to avoid bias in the selection was chosen from the remaining (5) female students for the exploratory experiment sample.

Measurement and procedures:

The two researchers adopted a test of the technical performance of the skills serving and passing in volleyball. The students' performances were filmed before and after and presented to (3) arbitrators. The results of the performance of each student in the skills of serving and passing in volleyball were extracted. The researchers prepared educational units using the strategy of advanced pictorial organizations and employed its vocabulary in order to Achieving the desired positive effect, specifically in the main section, where the teacher works on presenting advanced pictorial organizations through pictures, educational videos, and educational models, and linking them to previous information and new information, interspersed with the students' application in the gymnasium about each part of their performance through practical application in the lesson plan through Clarifying the skill through presentation, models, and pictures that the teacher shows

to the students, by asking questions to the students as a whole or individually, raising questions from the students themselves, and correcting the wrong ones in an educational manner that encourages the students to complete the rest of the lesson with excitement. These questions provoke the students to compete for the answer, and the teacher takes into account nutrition. Immediate feedback immediately after performance and correction of answers in the lesson to make the classroom environment exciting, exciting and more interactive. The teacher also prepares questions, and it is possible for them to express questions in an interesting way that excites the learners. The two researchers presented the educational units to experts and specialists in the field of motor learning and volleyball specialists for the purpose of modifying it and starting to apply the educational units to the experimental research group. Thus, the researcher applied (12) educational units, one educational unit per week, and the lesson included the vocabulary of the practical lesson for each of the preparatory sections (passing), the main section with its educational and applied parts, and the final part, with a time of (25) minutes, included the application of the strategic plan of the advanced organizations in the main section of the plan, and the time period for implementing the application of the practical educational unit plan was (12) consecutive academic weeks. The experiment began by applying the pre-tests between the two groups search. Table (1) shows the difference of the arithmetic means, its standard deviation, the calculated (t) value, and the significance of the differences between the results of the pre- and post-tests in the basic volleyball skills of the experimental group.

Variable	Measuring unit	Arithmetic mean of difference	Standard deviation of differences	T value Calculated	Level sig	Type sig
Passing the ball from above	Degree	5,250	0,866	21	0,000	Sig
Serving from the bottom	Degree	4,583	0,668	23.748	0,000	Sig

Degree of freedom (12-1=11).

Significant if the error level is smaller than the significance level (0.05).

Table (2) shows the arithmetic mean, the standard deviation, the calculated (t) value, the percentage of error, and the significance of the differences between the experimental and control groups in basic volleyball skills in the post-test.

Variable	Experimental		Control		T value calculated	Level Sig	Type Sig
	Mean	Standard deviation	Mean	Standard deviation			
Passing the ball	7,5	0,674	5,833	0,717	5,863	0,000	Sig

from above							
Serving from the bottom	6,666	0,651	4,833	0,717	6,552	0,000	Sig

Degree of freedom (12-2=10).

Significant if the error level is smaller than the significance level (0.05).

Discussion:

Referring to the results of Table (2), it is clear that the female students in the experimental and control research groups all improved their performance levels for the skill in the results of the post-tests over what the levels of these values were in the results of the pre-tests, and by referring to the results of the table above it is clear that the female students of the experimental group outperformed the female students of the group. The control for this improvement is skill performance, and the researchers attribute the emergence of improvements to the suitability of the advanced organizations’ pictorial strategy to this category of female students, their level, age, and gender, and the good use of the strategy’s vocabulary that helped expand or increase the effectiveness of the cognitive structure, especially since the role of educational and illustrative means and flexes was important in the exercises. The educational approach aims to reduce common errors or excessive movements outside the technical performance in the strategy and educational positions for each section of the skill before performing the skill educational exercise, and the school provides an atmosphere of freedom so that each student can think, diagnose common errors, and correct them with feedback on each student’s performance in Each group and these factors helped improve the results that showed superiority over the students of the control group, who improved in their performance level values, which the researchers attribute to the role of practice and application and their continued continuation of learning in the lessons without interruption. However, they did not reach what the students of the experimental group who learned with the strategy reached. “Education is the process of organizing the educational material and presenting it to the learner in the appropriate manner and means for the purpose of achieving learning” (2: 59). Also, “for the purpose of ensuring that learners reach correct learning, attention and focus must be paid to the method used by the teacher in delivering the scientific material.” “The process of mutual interaction between the teacher and the student in order to provide the students with the desired information and skills that must be achieved in a specific period of time” (1: 9) in

Conclusions:

- It is possible to apply the advanced organizational strategy vocabulary in practical lessons to learn skill performance in volleyball for fourth-grade female students.
- Applying the strategy of advanced graphic organizations in practical volleyball lessons helps in improving and performing the skill of serving and passing in volleyball among fourth-grade

female students, and they are superior to improving it among female students who learn without it.

Recommendations:

- It is necessary to increase interest in educating female students in accordance with the determinants of active learning and in a cooperative group manner by adopting comprehensive learning strategies that meet their orientations and provide them with an atmosphere of freedom by staying away from forced learning.
- It is necessary to pay attention to developing the capabilities of female volleyball teachers in passing schools and improving their knowledge of applying the advanced organizations' pictorial strategy in practical lessons according to their stages and vocabulary and employing them in the lessons.

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Appendix (1)

First: A test to measure the technical performance of the serving skill (Hassanein2001, 247)

The purpose of the test :to measure the technical performance of the serving skill

Tools: A volleyball court, three volleyballs, as shown in Figure (1).

Performance specifications: The tested student stands in the designated serving area, and performs the serve in a legal manner to cross the net onto the court

Conditions: The tested student performs three serve attempts to warm up before starting the actual test. The tested student performs (3) serve attempts.

Registration: The tester's performance in the three attempts is evaluated by experts to calculate the best one, and the grade distribution is as follows: The preparatory section and its degree (3)

Main department and its degree (5)

The final section and its degree (2)

Unit of measure (degree)

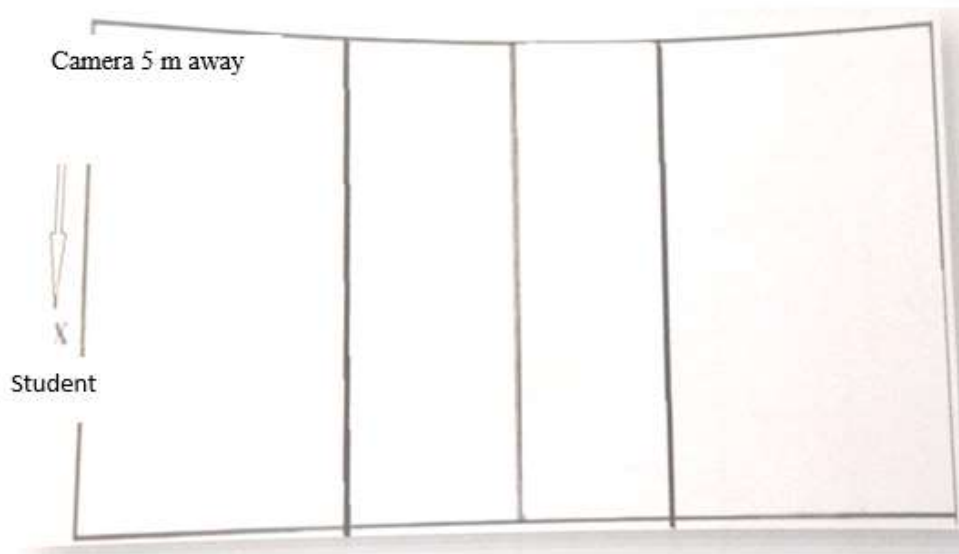


Fig.1 shows the serving skill test

Secondly, a test to measure the technical performance of the volleyball passing skill

Name of the test: Technical performance of the skill of passing to position (2) and (4)

The purpose of the test :to measure the level of technical skill performance for the skill of passing in volleyball. Equipment and tools: A legal volleyball court, volleyballs, and a measuring tape. The back area is divided into two rectangles (I like), each of which has an area of (3 x 4.5) meters, designated for the school to stand in to pass the ball to the laboratory. Description of performance: The experimenter stands in center (3), and the school that stands in area (A) must pass the ball to her, and she is in this place to prepare it and direct it to center (2). The experimenter gives three attempts to this center, and then gives Three more attempts to prepare it, directing it to position (4) after the ball is passed to it from the school standing in the area.

Registration: The tester's performance in the six attempts will be evaluated by experts, and the grade distribution will be as follows: The preparatory section and its degree (3)

Main department and its degree (5)

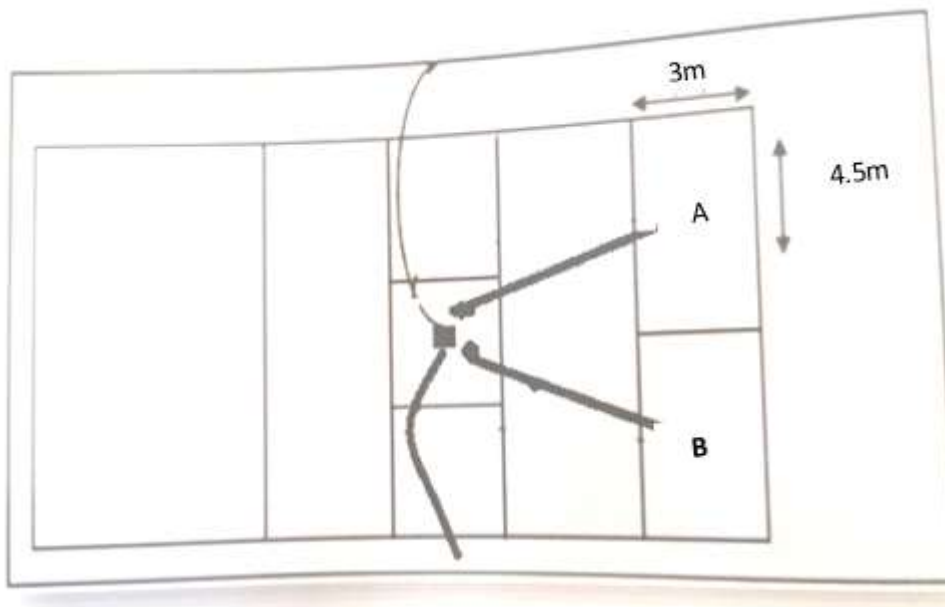


Fig.2 show the technical performance test for the passing skill in volleyball

Appendix (2)

Educational unit

Safiyabint Abdul Muttalib Secondary School Hall


Day and date/

Time: 45 minutes

Educational objective: Teaching the skill of passing in volleyball

Tools/legal volleyballs, educational flex

Unit sections	Time	Activities and skills	Formation	Notes
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<p>preparatory sections Educational aspect</p>	<p>5 minute</p>	<p>The students sit in a semicircle, facing the school, to explain the performance of the passing skill from the top. Then, she presents its sections in front of them using an educational flex and explains the details of the performance. Then she performs a model of the skill without a ball and with a ball several times, and displays pictures, illustrative shapes, models, and a video presentation to the students, and fully explains the skill through demonstrations. Explaining it to the learner and linking it to new concepts that depend on meaningful learning in order to provide a clear picture for the learner of how to perform</p>	<p>· · · 0000</p>	<p>△ -Use illustrations, pictures and shapes -The teacher presents the organizer through pictures, videos, illustrations, and diagrams that illustrate the skill well</p>
<p>applied aspect</p>	<p>30 minute</p>	<p>The students stand in a row in front of the wall at a distance of 2 meters. Then each student prepares the ball with the wall, emphasizing the position of the fingers and hands, with the legs slightly bent. The teacher explains the purpose of the performance and links it to previous knowledge. Two students stand facing each other far from the net. The first student throws the ball to a colleague, and her colleague prepares it from above, and so on. The distance between the students is 3 meters. Each of the female students stands in position (6), and the teacher standing in position (1) is</p>		<ul style="list-style-type: none"> - Emphasizing the correction of errors - Presenting diagrams and drawings showing the interconnectedness of movement steps using advanced pictorial organizers - Emphasizing the correct technique

		sent to them from below on the opposite field, and the female student prepares the ball for the colleague standing in position . (2)		
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